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AUTHOR Miller, Sheryl L.
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ABSTRACT

This study reviewed journal literature on aspects of teacher stress and burnout, the causes of these problems, and what coping or preventive measures could be used to alleviate them. The annotated bibliography is organized into three sections. In section one, symptoms of teacher stress and burnout are explored. Section two covers causes of stress and burnout, while section three deals with coping and preventive measures. In a concluding statement, it is noted that, since stress affects each individual differently, no one specific coping method can be suggested. Many of the articles suggested further research into the causes and widespread effects of teacher burnout. (JD)

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TEACHER BURNOUT

BY

SHERYL L. MILLER

Graduate Student

Study Directed
by
Charles R. DuVall, Ph.D.

Submitted in partial fulfillment of the requirements
for the Master of Science Degree
in the Department of Education
Indiana University
at South Bend
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INTRODUCTION

> Few serious teacher educators would dispute that teachers today are experiencing more stress than at any time in recent U.S. history. Declining resources . . . and security, spiraling inflation, open and harsh criticism from many sources (parents, students, legislators, etc.), fewer opportunities for advancement, . . . are making teaching less rewarding and more physically and emotionally draining than before. School personnel are becoming more demoralized as schools are being asked to do more and more with less and less to the point that quality education itself is being threatened. (Sikula:iii)

Many teachers faced with more and more responsibilities and demands have reacted by either distancing themselves emotionally from their surroundings in order to cope, or have quit teaching. The term "teacher burnout" has been used to describe this reaction. Burnout is a reaction to too much stress. It has been described as "physical, emotional, and attitudinal exhaustion." (Hendrickson:37)

The term teacher burnout has come into prominence since the mid-1979's, but the problems of stress on teachers have been noted since the 1930's. A 1933 survey found 17 percent of 600 teachers "unusually nervous." The National Education Association reported 37.5 percent of 5,150 teachers were seriously worried and nervous in a 1938 study. Another NEA study in 1976, reported 16.2 percent of 2,290 teachers working under considerable strain. (Coates and Thorensen:160) The terms anxiety, tension, teacher morale, and stress were and still are often used interchangeably.

Anyone can be a victim of burnout but studies have found burnout is more of an occupational hazard of the helping professions which includes doctors, nurses, social workers, and teachers. Many factors inside and outside the school environment have been found to cause

teacher dissatisfaction and stress.

Stress is an integral part of life. Research has found that an individual performs best with a moderate level of stress. (Alley:3) But too much stress has caused physical, psychological, or behavioral changes in individuals.

In order to better understand burnout, the literature on stress was reviewed since the two are interrelated. This study reviewed literature on the symptoms of stress and burnout, the causes of stress and burnout, and what coping or preventative measures could be used to alleviate or lessen the stress and burnout associated with teaching.

PURPOSE OF THE STUDY

The purpose of this study was to increase awareness in educators of the causes and effects of stress on their lives, the potential for burnout, and strategies available to lessen the influence of stress.

ORGANIZATION OF THE STUDY

This study contains an annotated bibliography which has been organized into three sections relating to aspects of teacher stress and burnout. In section one, symptoms of teacher stress and burnout were explored. Section two covered causes of stress and burnout, while section three dealt with coping and preventative measures. Many articles discussed one or more of these areas and could have been placed in a different section. Entries in each section have been alphabetized.

DEFINITION OF TERMS

Anxiety: "Apprehension, tension, or uneasiness characterized by fear, dread, or uncertainty, the source of which is largely unknown or unrecognized by the individual; may consist in persistent apprehensions of future events as well as in generalized reactions to any choice point or decision." (Good:34)

Burnout: "A failing, a wearing out, a becoming exhausted by making excessive demands on one's strengths and resources. It is a process and a feeling state accompanied by stress. It impacts on one's motivation, attitude, and behavior." (Sechowski:25)

"Involves physical, emotional, and attitudinal exhaustion generated by excessive demands upon the individual's energy, emotions, or resources. Related to stress, burnout can be triggered by a single event or factor and may last for years." (Owens:3)

Distress: "This term is applied to those events in life which are commonly considered to be undesirable" (Alley:5)

Eustress: "Means good or desirable stress" (Alley:5)

Stress: "The nonspecific response of the body to any demands made upon it" (Selye:14)

Stressor: "Any event or circumstance which causes our bodies to respond to it, whether positively or negatively" (Alley:6)

Tension: "A state of biological and physical readiness, preparedness to meet a real or imaginary situation with energy; manifested by increased muscular tone, heightened reflexes, and excitability of the cardiac and respiratory apparatus" (Good:594)

ANNOTATIONS

SYMPTOMS OF TEACHER STRESS AND BURNOUT

Cardinell, Charles F., "Teacher Burnout: An Analysis," Action in Teacher Education 2:9-15, Fall, 1980.

Physical symptoms of burnout were identified as: "1) fatigue and physical exhaustion, 2) headaches and gastrointestinal disturbances, 3) weight loss, 4) sleeplessness, 5) depression, and 6) shortness of breath." Behavioral symptoms identified were: "1) changeable mood, 2) increased irritability, 3) loss of caring for people, 4) lowered tolerance for frustration, 5) suspiciousness of others, 6) feelings of helplessness and lack of control, and 7) greater professional risk taking." (p. 9) Cardinell called the ages 30 to 50 the "Burnout Hazard Years." Studies of human development have found adults generally experience a mid-life crisis and have greater job dissatisfaction during this period. Persons from outside of education, improved communication techniques in schools, and improving self-esteem are needed in a stress reduction program.

Hendrickson, Barbara, "Teacher Burnout: How to Recognize It, What to Do About It," Learning 7:36-39, January, 1979.

Burnout was found to be an occupational hazard of the helping professions. Burnout was defined as "physical, emotional, and attitudinal exhaustion." (p. 37) Symptoms included tiredness, sleeplessness, depression, frequent colds, headaches, dizziness, diarrhea, and a low self-concept. Hendrickson explained three steps to cope with burnout symptoms. A person must first recognize the symptoms, face up to the symptoms, and then realize that responsibility is only to be accepted for the personal response made to the crisis. The person was not to feel responsible for all the external factors which caused the burnout. Suggestions were listed to lessen teacher stress.

Miller, Dean F., and Wiltse, Jan, "Mental Health and the Teacher," Journal of School Health 49:374-377, September, 1979.

The authors stated teaching by its nature, contributed to stress-situations. The teacher is responsible to provide each student with the best possible education and has to deal with all the other non-teaching and behavior problems day after day. Teachers must work directly with students for long periods of time. Other problems come from tension and fatigue and lack of prestige in the profession. Characteristics of teachers with potential mental health problems were listed as a teacher being:

unfair	unfriendly
overly rigid	unsympathetic
overreacting	dictatorial
sarcastic	irritable
threatening to pupils	punishes excessively
rejects pupils	creates guilt in students. (p. 375)

The authors concluded good mental health was important because of the authority and influence teachers have in the classroom.

Spaniol, LeRoy, and Caputo, Jennifer, "How to Recognize, Cope with and Avoid Professional Burnout," Instructional Innovator 25:18-20, December, 1980.

A general overview of burnout was reported. Fatigue, worry, depression, anger and resentment, physical problems (ulcers, headaches,or backaches), increased accident proneness, and ignoring personal wants and needs were common symptoms. The authors maintained inadequate professional preparation and the work environment were the two major sources of burnout. Irritants in the work environment included feeling powerless, time demands, poor supervisors, lack of career opportunities, and limited feedback on good job performance. Control of burnout can be dealt with by recognizing the symptoms and personally deciding to control them, sharing concerns and feelings with a colleague, recognizing personal physical and psychological limitations, using relaxation techniques, and implementing a good exercise and nutrition program.

Reed, Sally, "What You Can Do to Prevent Teacher Burnout," National Elementary Principal 58:67-70, March, 1979.

Three levels of burnout were discussed. First-degree burnout included irritability, fatigue, worry, and frustration. Second-degree burnout was similar but lasted for two or more weeks. Third-degree burnout was the most severe. Ulcers, chronic back pain, and migraine headaches were all manifestations of this stage. The National Education Association found in 1961, 28 percent of the teachers had twenty or more years of experience. The figure was at 14 percent in 1976. Inadequate professional training and poor organizational structures were cited as part of the problem. The last part of the article dealt with ten ways principals could help teachers cope with stress and burnout. These were: 1) encourage change, 2) build self-esteem, 3) involve teachers in decision making, 4) communicate with each staff member, 5) encourage professional growth, 6) promote good physical and mental health, 7) allow teachers time to pursue special projects, 8) keep pressure low, 9) involve parents, and 10) the principal should avoid burnout.

Walsh, Debbie, "Classroom Stress and Teacher Burnout," Phi Delta Kappan 61:253, December, 1979.

A number of conditions characteristic of burnout or of its effects were identified. These were "a reaction of the nervous system to stress, leading to a variety of physical diseases; a disruption of personal or professional life as a result of occupational stress; destructive feelings of emotional stress as a result of ineffective coping; loss of concern and detatchment from those with whom you work; and a cynical and dehumanized perception of students accompanied by a deterioration of the quality of teaching."

CAUSES OF TEACHER STRESS AND BURNOUT

Bensky, Jeffrey M., and others, "Public Law 94-142 and Stress: A Problem for Educators," Exceptional Children 47:24-29, September, 1980.

Regular, resource room, and special classroom teachers in Connecticut responded to a questionnaire which investigated stress and its relationship to teachers and Public Law 94-142 (the education of all the handicapped). Special classroom teachers reported the least stress in dealing with aspects of PL 94-142 which included placement meetings, maintaining data on the student, and preparing the individualized educational program for the student. These teachers were used to dealing with similar items before the public law. When a teacher knew what was expected, the perceived stress decreased. The opposite was also true. Diagnosis and assessment were considered highly stressful by all groups. Staff development recommendations included inservice on PL 94-142 and development of stress management and burnout prevention programs.

Cichon, Donald J., and Koff, Robert H., The Teaching Events Stress Inventory, Educational Resources Information Center, ED 160 662, paper presented to the American Educational Research Association, Ontario, Canada, March, 1978.

This inventory was given to elementary and secondary teachers in Chicago. Teachers were to rate 36 events as more or less stressful than the first week of school. The most stressful items included being involuntarily transferred, managing disruptive children, physical and verbal abuse to themselves or to a colleague by students, overcrowded classrooms, an unsatisfactory job appraisal, lack of instructional materials, and implementing new programs. The least stressful events were areas of greatest teacher control. These were taking additional professional courses, parent-teacher conferences, and being voluntarily transferred.

Clagett, Craig A., Teacher Stress At a Community College: Professional Burnout in a Bureaucratic Setting, Educational Resources Information Center, ED 195 310, Prince George's Community College, Largo, Md., December, 1980.

A faculty workshop was conducted to determine what items were most stressful and what could be done to reduce the stress. High turnover, low morale, staff relationship problems, authority conflicts, and increased absenteeism were indicators of burnout. Previous research studies were reviewed to find sources of teacher stress. Three recent sources of frustration for teachers were found to be 1) conflicting values- the civil rights movement, feminism, Vietnam, and Watergate, 2) increased demands for accountability, and 3) the "good shepherd ethic" where the teacher is to see each child is successful in school by providing for individual needs. The faculty overwhelmingly reported the administration was the source of greatest frustration.

Coates, Thomas J., and Thoresen, Carl E., "Teacher Anxiety: A Review with Recommendations," Review of Educational Research 46:159-184, Spring, 1976.

The authors reviewed literature concerning these issues: "a) the incidence of anxiety among classroom teachers; b) the causes or sources of this anxiety, c) the effect of teacher anxiety on teacher and student behavior, and d) the methods used to reduce anxiety among classroom teachers." (p. 160) Studies since the 1930's, showed that teachers were influenced by anxiety, stress, and tension. These terms were used interchangeably. Stress was associated with a variety of personal, social, and physical conditions. Sources of anxiety for beginning teachers were centered around maintaining discipline; relationships with students, parents, and the faculty; and how to handle mistakes and lack of supplies. Student behavior, time demands, financial constraints, and lack of resources were the primary sources of anxiety for experienced teachers. No substantial research had been done to determine whether teacher anxiety was detrimental to the students. Several studies suggested at some level anxiety in teachers does negatively affect students. A reduction in teacher anxiety was obtained when systematic desensitization, relaxation methods, or instruction in teaching techniques were used.

Feshbach, Norma Deitch, and Campbell, Michael, Teacher Stress and Disciplinary Practices in Schools: A Preliminary Report, Educational Resources Information Center, ED 162 228, American Orthopsychiatric Association, San Francisco, CA, March 28, 1978.

Interactions with children, parents, and administrators, problems with time, and inadequate resources and materials were the sources of the most stress for classroom teachers. Student teachers found student behavior and discipline and teacher competency and performance as the most stressful. Student teachers opposed corporal punishment with the reverse being the case for the classroom teachers. With inservice training, stress management, and adequate support services, stress can be dealt with positively.

Goodall, Robert, and Brown, Les, "Understnding Teacher Stress," Action in Teacher Education 2:17-22, Fall, 1980.

The article began by giving background on stress. Stress is an integral part of life and is both good (eustress) or bad (distress). Appropriately dealt with stress can deter problems with a person's physical or mental health. Causes of teacher stress included student misbehavior, lack of financial rewards, and a lack of job performance satisfaction. The authors concluded a good exercise program and meditation were important stress reducing techniques.

Grossnickle, Donald R., "Teacher Burnout: Will Talking About It Help?" Clearing House 54:17-18, September, 1980.

The author stated burnout was not new, but what was new was that greater numbers of people were becoming concerned about the issue of burnout and talking about it. Teachers need to discuss problems openly. These sources of stress were listed: physical assaults on teachers, public criticism, lax discipline procedures and enforcement, declining school enrollment resulting in teacher reductions, curriculum pressures, low pay in comparison to factory workers, and an increase in student disruptiveness and verbal abuse of teachers.

Kyriacou, C., and Sutcliffe J., "Teacher Stress: Prevalence, Sources, and Symptoms," British Journal of Educational Psychology 48:159-167, June, 1978.

Teachers in 16 English schools of 1000 students were randomly selected to respond to a questionnaire that asked them to rate sources of stress and the frequency of feeling symptoms of stress. About one-fifth of the teachers stated teaching was very stressful or extremely stressful. There was little association between biographical characteristics (sex, age, length of teaching experience, and position held in the school) and the prevalence of stress. Women reported pupil misbehavior as the greatest source of stress. Men reported greater stress due to administrative tasks and paperwork. The 51 stress items were grouped into four basic areas: pupil misbehavior, poor working conditions, time pressure, and poor school characteristics. This study supported research that said sources of stress are multidimensional. Feeling exhausted and frustrated were the most common symptoms experienced.

Kyriacou, Chris, and Sutcliffe, John, "Teacher Stress: A Review," Educational Review 29:299-306, November, 1977.

The authors reviewed literature to find what the main sources of teacher stress were and how this stress was manifested. Student discipline, clerical tasks, poor staff relationships. lack of time, salary, and the poor status of the teaching profession were found to be common sources of stress. Because of stress, teachers experienced headaches, sleeplessness, a lack of confidence, feelings of inadequacy, and more absenteeism. The authors concluded that more research is needed on the factors involved in teacher stress.

Manera, Elizabeth S., and Wright, Robert E., "Stress Factors in Teaching," Action in Teacher Education 2:51-56, Fall, 1980.

A study was conducted where 91 educators ranked 14 stress producing items common to public school teachers. Time management, individualized instruction, evaluating people, and professional growth were the top ranked stressors. Accepting other people's advice was the least stressful.

Morris, John E., and Morris, Geneva W., "Stress in Student Teaching." Action in Teacher Education 2:57-61, Fall, 1980.

Literature was reviewed on stress associated with student teaching. Student behavior, relationships with supervisors, self-adequacy, and student success were found to be the major stress areas of student teachers. Symptoms of stress in student teachers were listed, some of which were feelings of insecurity, tenseness, fatigue, headaches, stomachaches, and sleeplessness. The authors suggested ways to help student teachers cope with stress. These included good communication with supervisors, getting free time, sharing experiences with others, and self-evaluation.

Needle, Richard H., and others, "Teacher Stress: Sources and Consequences." Journal of School Health 50:96-99, February, 1980.

This article cited recent studies on the sources and results of teacher stress. "Stress arises from the discrepancy between the teacher's needs, values, and expectations on the one hand and occupational rewards or job demands and the capacity of the worker to meet these requirements on the other." (p. 96) Job content, working conditions, interpersonal relationships, job advancement, financial rewards, adequacy of resources, and lack of participation in decision-making were identified as potential stressors. These stressors can effect a person psychologically, behaviorally, or physically. The authors concluded that inservice workshops on stress reduction and on topics causing stress along with better undergraduate training in these areas are means of combatting burnout.

New York State United Teachers Association, "Urban Teachers Report More Stress," Compact 14:C-1, Spring, 1980.

Teachers in urban schools reported more stress than teachers in rural or suburban schools in a New York survey. The highest stress event for all groups was disruptive children. Maintaining self-control when angry, overcrowded classrooms, the first week of school, disagreements with the supervisor, verbal abuse from students, and theft and destruction of teacher property were also listed as highly stressful for all groups. The 31 to 40 year olds expressed the greatest stress while the teachers over 50 reported experiencing the least stress.

Owens, Richard C., and others, Teacher Satisfaction in Georgia and the Nation: Status and Trends. Teacher Burnout: Causes and Possible Cures. Issues for Education Series, Educational Resources Information Center, ED 194 515, Georgia Professional Standards Commission, Atlanta, 1980.

This article gave an overview on teacher burnout by focusing on its symptoms, its causes and effects, and coping and preventative techniques. The term "teacher burnout" came into prominence in the mid-1970's, but stress and anxiety have been reported by teachers since 1930. Stress can be caused by the nature of education. Job satisfaction for teachers depends upon intrinsic, psychic rewards rather than money and upward career opportunities which are common to other professions. Salaries and tenure are based on seniority and not teacher performance. Compulsory education and education for the handicapped laws have added to teacher workloads. Schools are expected to teach values which are constantly changing while contending with the public's lack of confidence in the schools. This report suggested even though more research is needed, student attitudes and behavior have to be influenced by a teacher under stress. The article dwelt on the important roles of the school principal and administration in improving teacher morale and working conditions. A comprehensive bibliography on teacher stress and burnout was included.

Perlman, Baron, and Hartman, E. Alan, An Integration of Burnout into a Stress Model, Educational Resources Information Center, ED 190 939, paper presented at annual meeting of the Southwestern Psychological Association, Oshkosh, WI, March, 1980.

The authors stated that in order to understand and cope with burnout, the literature and research on stress needs to be studied. Studies have shown that burnout is a specific type of stress reaction. A person's individual traits and work and social environments determine the impact of the stress which can be manifested psychologically, physiologically, or behaviorally. Outcomes of stress and coping methods were discussed. The authors concluded that minimizing stress is up to the individual and the organizaion.

Sparks, Dennis C., "A Biased Look at Teacher Job Satisfaction," Clearing House 52:447-449, May, 1979.

This article reported results obtained when 50 questionnaires were randomly distributed to teachers at a teacher stress workshop. Teachers from elementary through high school were involved with 94 percent having taught over four years. Forty-six percent were generally dissatisfied with their job and an equal percentage reported teaching would not be the chosen profession if given a career choice again. A majority of teachers reported frequently leaving school physically or emotionally exhausted. Feelings of powerlessness, interpersonal relationships, and role conflicts were causes of job dissatisfaction. Sparks' purpose of this survey was to better understand teacher job dissatisfaction and the sources of work-related stress.

Sullivan, Cheryl Grande, Sources of Anxiety Within the School Setting as Reported by Emory University Preservice and Inservice Teachers. A Descriptive Study, Educational Resources Information Center, ED 179 536, Emory University, Georgia, 1979.

This study found student teachers had the greatest anxiety about students and student-teacher relationships. Not having enough time to help each child, children not following directions, and managing student behavior were listed as the most stressful. Out of class aspects of teaching were cited as the most stressful for classroom teachers. These included lack of planning time, paperwork, and poor administrator-teacher relationships. Not having time to meet each individual child's needs was also an anxiety producing item.

Swogger, Glenn Jr., "Toward Understanding Stress: A Map of the Territory," Journal of School Health 51:27+, January, 1981.

Swogger gave an overview of burnout in this article. "Burnout is a special form of stress reaction to work and organizational pressures." (p. 31) Not only does burnout influence someone on the job by producing a poorer work performance, a lack of self-esteem, and a decreased commitment to the profession, it can effect outside of job areas such as marriage, family, and friends. Burnout can be brought about through a lack of social supports or due to the organizational setting. It can be personally generated. Studies have shown many stresses people face are related to their stage in the life cycle. Each individual reacts differently to stress therefore an individual needs to be involved in planning in a stress reduction program.

Weiskopf, Patricia, "Burnout Among Teachers of Exceptional Children," Exceptional Children 47:18-23, September, 1980.

This article explained the environmental sources of stress common to regular classroom teachers also influence teachers of exceptional children. These stressors included work overload, high teacher-pupil ratio, and the amount of time spent in direct contact with students. As more stress was experienced, teachers usually used distancing techniques to cope. The teacher increased the distance by becoming less involved emotionally and less concerned about the student's social, physical,and emotional needs. Symptoms of burnout and prevention measures were also discussed.

COPING AND PREVENTATIVE MEASURES

Blake, Ronald E., A Primary Prevention Model for Helping Teachers Deal with Burnout, Educational Resources Information Center, ED 195 378, Tri-County Human Services Center, Reedsburg, Wis., April, 1980.

An inservice program based on the idea of primary prevention was developed for teachers in southwestern Wisconsin to help them deal with the signs and symptoms of teacher burnout. Primary prevention "encompasses activities directed towards specifically, identified, vulnerable high risk groups within the community for whom measures can be undertaken to avoid the onset of emotional disturbances and or to enhance their level of positive mental health." (p. 1) The goals of the program included presenting the issue of burnout in a non-threatening way, to increase teachers' awareness of the symptoms of burnout, and to offer guidelines to help teachers cope with stress and burnout.

Bruscemi, John N., Reducing Stress in Classroom Teachers: An Administrative Model, Educational Resources Information Center, ED 184 244, paper presented at the annual meeting of the National Middle Schools Association, Dearborn, MI, November, 1979.

Bruscemi stated administrators could help reduce stress through creating an atmosphere of orderliness, having good staff interactions which includes being an active listener, mentioning teacher strengths, and realizing each person has a personal perception of a problem. A good management system with well defined objectives would help reduce stress also.

Dinkmeyer, Don, and Dinkmeyer, Don Jr., "Holistic Approaches to Health." Elementary School Guidance and Counseling 14:108-112, December, 1979.

This article listed three approaches to deal with stress. Biofeedback, a "process for learning voluntary control over automatically, reflexly regulated body functions" was one. (p. 110) Secondly, a good nutrition program was recommended. And finally a form of meditation called the relaxation response was suggested. This involved having a quiet surrounding, an object to dwell upon, a passive attitude, and a comfortable position.

DuBrin, Andrew J., and others, "Teacher Burnout: How to Cope When Your World Goes Black," Instructor 88:56-62, January, 1979.

This article gave an overview of burnout from numerous authors. Burnout was stated to be a reaction to too much stress. Sources of stress were found to be external where teachers had little or no control over the situation or internal where the teacher personlly caused a stressful situation. Many methods were listed to cope with teacher stress. Some of these were improving staff relationships, having inservice workshops on stress, improving teacher training programs, being flexible in the classroom, and utilizing a good personal health program. Several authors concluded that if the status of the teaching profession was improved, teachers would feel important and teacher effectiveness and mental attitudes would improve.

Gmelch, Walter H., "The Principal's Next Challenge: The Twentieth Century Art of Managing Stress," National Association of Secondary School Principals 62:5-12, February, 1978.

Gmelch stated stress was a normal part of living today. A formula for measuring stress producing events was included. Studies have found that the more stress changes a person experiences, the greater chance a person's health is influenced. Strategies for coping with stress were listed. These included better time management, management by objectives, breaking the routine during the day, helping other staff cope with stress, realizing some things can not be changed, and establishing personal life goals.

Hodge, James, and Marker, Perry, "Assessing Teacher Stress: A Beneficial Task for the Administrator," American Secondary Education 8:49-57, December, 1978.

Findings from a teacher self-assessment questionnaire were reported. Teachers indicated the frequency of stressful teaching events as well as how bothersome those events were. A table was given with this data listed. Three areas of stress were environmental, interpersonal, and intrapersonal. Venn diagrams were used to show how these stressors could overlap to increase stress. Environmental stressors were generally outside of direct teacher control. Interpersonal stresses resulted when one or more people interacted at school. Items that affected the individual teacher and were related to the teacher's skills, self-concept, and motivation were classified as intrapersonal stressors. The authors stated administrators should use a teacher stress assessment instrument to help detect problems, as a planning tool, and as a guide to increase teacher effectiveness. The article concluded with the recommendation that further research needed to be done on teacher stress.

Hunter, Madeline, Counter Irritants to Teaching, Educational Resources Information Center, ED 137 962, paper presented to the American Association of School Administrators, Las Vegas, Nevada, February, 1977.

Teaching along with air traffic control and surgery are three of the most potentially stressful occupations according to the author. Stress can be good or bad depending on three basic factors: 1) possession of effective coping behaviors and effective feedback, 2) the predictability of the stressful event, and 3) the length of the stressful situation. Hunter stated counter irritants can be used as a means of reducing stress. Counter irritants are "stress escape devices that redirect a teacher's energy, reduce stress, and restore equilibrium." (p. 6) There are three groups of counter irritants: the physical which requires rigorous movement such as jogging or swimming; the emotional and social which usually involves exposure to some risk such as making new friends or joining clubs; and the intellectual.

Kossack, Sharon W., and Woods, Sandra L., "Teacher Burnout: Diagnosis, Prevention, Remediation," Action in Teacher Education 2:29-35, Fall, 1980.

The authors stated educators need to take a preventative approach to the problem of burnout. A comfortable work environment, a diet and exercise program, a support system of teachers, and development of time management skills would be needed in this approach. Reasons for better teacher preparation and training were listed. Student teachers need to be given as much classroom exposure as possible to develop coping strategies. They should be given guidance and training as to possible solutions to the many problems encountered in a classroom. Time-management skills should be developed so work does not interfere with home life. First-year teachers should be given support to help find effective solutions to problems.

Kyriacou, Chris, "High Anxiety," Times Educational Supplement 3338:12, June 6, 1980.

Teachers in England stated pupil misbehavior, poor working conditions, time pressures, and poor teacher-administrator relationships were the most stressful items. Kyriacou gave five basic steps for coping with stress. These were get things in perspective, analyze one's self and the situation, recognize personal limitations, pamper one's self, and relax. Kyriacou found the ways teachers cope with stress fall into three general groups. Teachers talked to others about their problems, or they tried to deal with the situation, or they left the problem at school after work. The five most frequently used coping actions by the teachers were 1) to try to keep things in perspective, 2) to try to avoid confrontations, 3) to try to relax after work, 4) to try to take immediate action, or 5) to try and keep feelings under control during the stressful event.

Leffingwell, R. Jon, "The Role of the Middle School Counselor in the Reduction of Stress in Teachers," Elementary School Guidance and Counseling 13:286-290, April, 1979.

Leffingwell reviewed the sources of stress, symptoms of stress, and ways to reduce stress. Each person reacts differently to stress. The counselor's role should be to help teachers focus on what can be done rather than what should be done. The counselor can help teachers identify the source of the stress, list alternative solutions to problems, develop a plan of action, while helping the teacher cope with stress in positive ways.

Mackiel, John, "Positive Mental Health for Teachers," Clearing House 52: 307-310, March, 1979.

Mackiel stated elements inherent in education caused some teachers to have poor mental health. Characteristics of maladjusted teachers included the teacher being unaccepting, unfriendly, unsympathetic, and unable to encourage questioning from students. Mackiel discussed the Positive Mental Health for Teachers (PMHT) program, which is based on prevention, assistance, and dismissal. An awareness of prospective mental health problems and sources of stress is to begin in teacher training school courses. Prevention and assistance are handled through inservice workshops and mental health services. Dismissal from a job was to be done only if a teacher refused to obtain help for mental health problems or the problems prevented the teacher from being effective in the classroom.

Maples, Mary F., "Stress: In Defense of Its Positive Dimensions," Action in Teacher Education 2:23-28, Fall, 1980.

The author stated stress can be seen positively as a challenge or negatively as a threat. Maples concluded that the work environment is the place to begin with learning to manage stress successfully so stress can work positively for an individual.

Maslach, Christina, "Burned-Out," Human Behavior 5:16-22, September, 1976.

Maslach's study on burnout in various health and welfare service jobs (including child care workers) was reported. These professional groups coped with stress by distancing themselves verbally or nonverbally from their clients to lessen emotional involvement. Clients or patients were often referred to in ways that made them less human and more like objects. Withdrawl, in the form of a "time-out," was found to be a positive way to handle a stressful situation. The worker was given the opportunity to do less stressful work while other staff handled the client/patient responsibilities. Maslach found burnout was lower where professionals often expressed, analyzed, and shared their feelings with coworkers. Training in interpersonal skills was recommended because "professionals need to be made aware of the importance and relevance of their psychological state to their work with other people." (p. 22)

Miller, William C., Dealing with Stress: A Challenge for Educators, Educational Resources Information Center, ED 178 522, Phi Delta Kappa Educational Foundation, Bloomington, IN, 1979.

This article stated some stress was a necessary part of life. Biofeedback, relaxation, Zen, and yoga were given as means to reduce or prevent excessive stress from being destructive. The Positive Addiction Program was listed as a coping technique. This plan involved an activity which was noncompetitive, easy to do, could be done alone, was done without criticism, and was seen as an improving thing by the individual. Persons who could cope with job-related stress enjoyed their work, had better personal interactions, were seldom ill, and felt they were in control of their lives.

Randall, William T., Stress Management for Educators. Resource Guide, Educational Resources Information Center, ED 193 788, Arizona State University, Ariz., May, 1980.

Randall found stress in educators at all levels of education. He stated some stress was necessary because some dissatisfaction is needed to cause people to react to a situation. This guide described kinds of stress that influence people's lives, possible reactions to stress, and activities to help cope with stress. Personality traits and types were discussed as to how these influenced a person's mental health. In order to make a behavior change, a person must want to change. Aerobic activities such as biking, swimming, and walking, and relaxation techniques were recommended stress reduction methods. The appendix contained a listing of journal and microfiche articles on stress management and burnout.

Sechowski, Kathleen, "Burnout Hits in All Walks of Life," The South Bend Tribune, May 7, 1981, p. 25.

Sechowski reported on a lecture given by Dr. Herbert Freudenberger. Freudenberger listed three things that could be done to prevent burnout. These were 1) recognize stress as a part of life, 2) realize the potential for burnout could begin in childhood, and 3) individuals need to take responsibility for their own behavior. Burnout must be acknowledged by the individual in order to cope with the problem. Symptoms differ in each individual, but they affect the physical, mental, emotional, or behavioral levels in a person.

Sparks, Dennis, "Stress Prevention and Management," Northwest Staff Development Center, Livonia, Michigan, March 22, 1979, (Available from the Center).

This article listed ways to reduce or prevent stress. Meditation, relaxation techniques, exercise, biofeedback, massage, diet, adequate rest, accepting the fact the situation can not be personally controlled, and yoga were methods given for lessening the stress in situations of little or no personal control. Prevention or reduction of stress in situations of large personal control can be accomplished by the following: group problem solving, professional support groups, interpersonal skill training, human potential groups, professional counseling, or a change in careers.

Sparks, Dennis, "A Teacher Center Tackles the Issue," Today's Education 68:37-39, November-December, 1979.

The Northwest Staff Development Center in Michigan developed a series of workshops on the issue of teacher stress and burnout. The workshop, "Stress and the Classroom Teacher," was described in detail. This workshop had four goals: "to reduce the isolation that many teachers experience, to identify the sources of job-related stress, to identify professional strengths and successful work experiences that participants can draw on to increase their satisfaction with teaching, and to form a plan to prevent or alleviate distress. The workshop is based on the following assumptions about stress: 1) a certain amount of stress is inevitable and not necessarily bad, 2) a wide variety of stressors produce diverse responses- including distress- in different teachers, 3) too little stimulation (boredom and stagnation) is as detrimental to mental health as too much pressure and tension, 4) self-awareness must precede the development of a stress management plan, and 5) a thorough stress management plan may integrate a number of approaches (e.g. learning to meditate, modifying attitudes or expectations, or engaging in vigorous physical exercises)." (p. 37)

Young, Tim, "Teacher Stress: One School District's Approach," Action in Teacher Education 2:37-40, Fall, 1980.

In 1978, Tacoma, Washington teachers became the first public school district to have stress insurance. The plan covered long-term disabilities resulting from classroom stress or burnout. The school district has also implemented a stress reduction program which provides inservice workshops, counseling programs, and a notebook for teachers containing a directory of community resources available to help them deal with aspects of stress and burnout.

Youngs, Bettie Burres, "Anxiety and Stress-How They Affect Teachers, Teaching," National Association of Secondary School Principals 62: 78-83, November, 1978.

Youngs stated principals could help reduce stress and anxiety in teachers by accepting the fact these exist and actively working to lessen the factors producing the stress. A principal needed to assess staff relationships and then strive to develop group supportiveness and a caring, friendly atmosphere. Studies have found that teachers under stress use less task oriented behavior with students and less positive reinforcements. The article mentioned other sources of anxiety and the implications for teacher training programs.

Zahn, Jane, "Burnout in Adult Educators," Lifelong Learning: The Adult Years 4:4-6, December, 1980.

Zahn stated burnout has been identified only recently as a specific stress syndrome. The charcteristics and causes of burnout were discussed. Suggested coping techniques were: 1) talking with sympathetic people, 2) keeping in good physical condition, 3) relaxation, 4) good nutrition, 5) lowering the levels of expectation, 6) keeping work separate from home life, 7) trying variety on the job and off, and 8) making working conditions more comfortable.

SUMMARY

Current literature on stress and teacher burnout was reviewed in an attempt to discover the symptoms of stress and burnout, the causes of stress and burnout, and ways to cope with or prevent stress and burnout. Burnout was found to be a reaction to too much stress. Too many demands placed upon an individual eventually wore down the person's strengths and resources. The impact of too much stress was found to be manifested in physical, psychological, or behavioral changes in teachers. Symptoms included headaches, diarrhea, fatigue, frustration, absenteeism, irritability, isolation from others, and depression.

The causes of stress for teachers were wide and varied. Teachers repoted managing disruptive children or discipline problems and administrative problems as the greatest causes of stress. Other causes included being involuntarily transferred, public criticism, physical and verbal abuse of teachers, low pay, budget cutbacks, time demands, and lack of rewards for a good job performance.

Just as the causes of stress are varied, so is each individual's reaction to the stress. There were many methods discussed on how to avoid or cope with stress and burnout. Researchers generally found that coping with stress and burnout involved recognition of the symptoms, facing the symptoms, finding specific causes of the stress, and developing a plan to alleviate or lessen the stress. Relaxation training, meditation, inservice programs on stress and burnout, group support systems, a good exercise and diet program, and a sabbatical or leave of absence were some of the suggested ways to cope with or prevent stress and burnout. Studies found principals could lessen stress in the school environment by working

to improve staff relationships, giving teachers more roles in decision-making and by providing positive feedback regularly on teacher performance in the classroom. The impact of stress can be lessened and burnout prevented through many means.

CONCLUSIONS

In reviewing the literature, the problem of teacher stress and burnout was found to be adversely effecting teachers. Although more research needs to be done on how teacher stress affects students, studies have suggested that at some level this stress is detrimental.

Kossack, Maslach, Needle, and Sparks concluded that training in the problems of stress needed to begin in undergraduate teacher training. Many programs lack this training. These authors, along with others, recommended providing inservice programs on teacher stress and burnout for teachers presently in classrooms. The important role the principal could play in lessening stress for teachers was noted in articles by Bruscemi, Reed, and Youngs.

Many authors suggested some type of stress reduction program for teachers should be implemented in school districts. Tacoma, Washington teachers in 1978, through their teacher association, became the first public school district to have stress insurance. The district has also developed a comprehensive stress reduction program which includes inservice and counseling programs. Sparks concluded the issue of teacher stress and burnout is likely to become more and more a part of collective bargaining.

Since the impact of stress affects each individual differently, no one specific method was suggested to cope with stress or prevent burnout. What was recommended was that each teacher face up to the symptoms and work at lessening them in appropriate ways, such as were suggested in section three.

Numerous authors concluded further research is needed in the area of teacher stress and burnout. Additional studies could help educators understand the stresses related to teaching and how teacher performance as well as student behavior and performance are affected. An increased awareness of the impact and problems of stress could then enable teachers to cope with the many demands placed upon them and decrease the possibility of burnout. Dealing with stress in positive ways is important to the mental health of not only teachers, but also students, administrators, parents, and the community.

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